

ACT Profile Report - State

Graduating Class 2012
Pennsylvania



ACT, INC. -- CONFIDENTIAL

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This report provides information about the performance of your 2012 graduating seniors who took the ACT as sophomores, juniors, or seniors; and self-reported at the time of testing that they were scheduled to graduate in 2012 and tested under standard time conditions.

This report focuses on:

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Furthermore, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students meeting or exceeding ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

The ACT is a curriculum-based measure of college readiness. ACT components include:

- Tests of academic achievement in English, math, reading, science, and writing (optional)
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. *Connecting College Readiness Standards to the Classroom* interpretive guides can be found at www.act.org/standard/infoserv.html.

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

34% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT: 25,426 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY: Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 81% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.2 reports 2% of the cohort took less than three years of math courses. Of these students, 12% were college ready. 6% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 13% of these students were college ready. In comparison, 64% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.2 reports 4% of the cohort took less than three years of natural science courses. 15% of these students were college ready. In comparison, 40% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 33% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College Readiness Standards at www.act.org/standard.

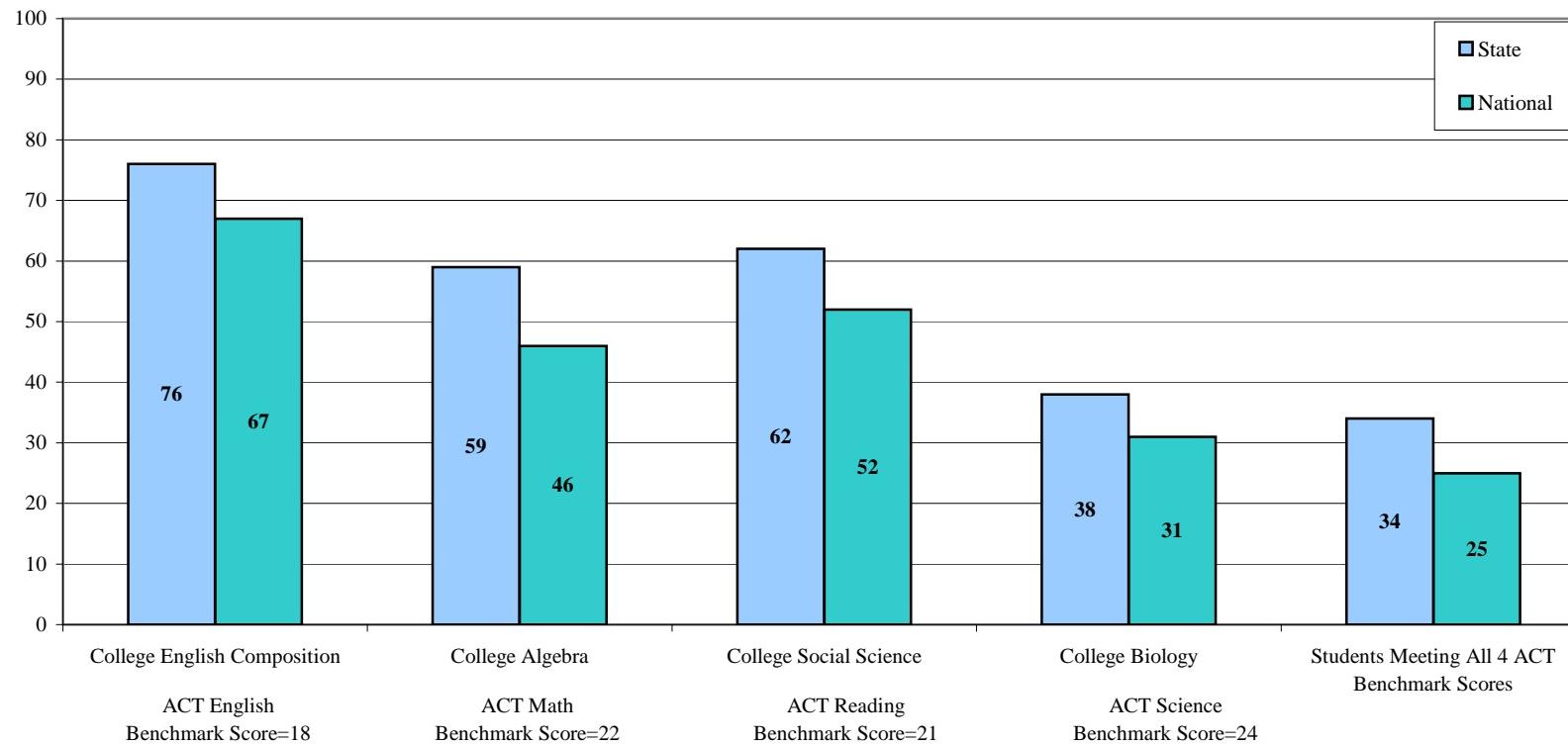
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS: Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact your regional office at 508-229-0111.

Section I

Executive Summary

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Figure 1.1. Percent of Your Students Ready for College-Level Coursework

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Table 1.1. Five Year Trends—Percent of Students Meeting College Readiness Benchmarks

Year	Number of Students Tested		Percent Meeting Benchmarks									
			English		Mathematics		Reading		Science		Meeting All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2008	19,439	1,421,941	76	68	54	43	61	53	34	28	29	22
2009	21,199	1,480,469	74	67	52	42	60	53	33	28	29	23
2010	24,323	1,568,835	72	66	53	43	58	52	34	29	30	24
2011	24,280	1,623,112	75	66	58	45	62	52	37	30	33	25
2012	25,426	1,666,017	76	67	59	46	62	52	38	31	34	25

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	State	National	State	National	State	National	State	National	State	National	State	National
2008	19,439	1,421,941	21.8	20.6	22.3	21.0	22.5	21.4	21.6	20.8	22.2	21.1
2009	21,199	1,480,469	21.7	20.6	22.2	21.0	22.4	21.4	21.5	20.9	22.1	21.1
2010	24,323	1,568,835	21.3	20.5	22.1	21.0	22.1	21.3	21.4	20.9	21.9	21.0
2011	24,280	1,623,112	21.9	20.6	22.6	21.1	22.6	21.3	21.8	20.9	22.3	21.1
2012	25,426	1,666,017	22.0	20.5	22.7	21.1	22.7	21.3	21.9	20.9	22.4	21.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		Average ACT Scores								
			English		Mathematics		Reading				
	State	National	State	National	State	National	State	National	State	National	
2008	1,421,941		20.6		21.0		21.4		20.8		21.1
2009	1,480,469		20.6		21.0		21.4		20.9		21.1
2010	1,568,835		20.5		21.0		21.3		20.9		21.0
2011	1,623,112		20.6		21.1		21.3		20.9		21.1
2012	1,666,017		20.5		21.1		21.3		20.9		21.1

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Year	Number of Students Tested		Percent ²		English		Mathematics		Reading		Science		Composite	
	Core or More ¹	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2008	12,948	4,807	67	25	22.2	20.8	22.6	21.3	22.9	21.7	22.0	20.8	22.6	21.2
2009	16,501	4,099	78	19	22.3	20.0	22.7	20.7	23.0	20.9	22.0	20.1	22.6	20.6
2010	17,791	4,541	73	19	22.4	19.8	22.8	20.8	23.0	20.8	22.2	20.1	22.7	20.5
2011	19,185	4,264	79	18	22.4	20.5	23.0	21.4	23.0	21.3	22.2	20.6	22.8	21.1
2012	20,598	4,227	81	17	22.3	20.8	22.9	21.7	23.0	21.6	22.2	20.9	22.7	21.4

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity¹

	2008			2009			2010			2011			2012		
	N	%	Avg												
All Students	19,439	100	22.2	21,199	100	22.1	24,323	100	21.9	24,280	100	22.3	25,426	100	22.4
Black/African American	1,617	8	16.8	2,309	11	16.6	3,445	14	16.1	2,738	11	16.8	2,705	11	17.0
American Indian/Alaska Native	30	0	19.7	46	0	22.3	50	0	20.3	39	0	18.7	43	0	20.7
White	14,327	74	22.6	15,935	75	22.8	17,175	71	23.2	17,987	74	23.2	18,638	73	23.3
Hispanic/Latino	357	2	20.0	558	3	19.4	667	3	18.9	843	3	20.3	1,055	4	19.8
Asian	500	3	24.1	663	3	23.7	917	4	22.8	971	4	23.9	1,100	4	23.4
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	7	0	22.9	28	0	20.6
Two or more races	272	1	20.9	330	2	21.0	483	2	20.7	507	2	21.1	591	2	21.5
Prefer not to respond/No response	2,336	12	23.7	1,358	6	23.0	1,586	7	21.3	1,188	5	22.4	1,266	5	23.6

¹Refer to the section header on page 5 for a description of race/ethnicity changes.

Table 1.6. Percent of Students in College Readiness Standards Score Ranges

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Section II

Academic Achievement

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 25,426

Table 2.1. ACT Score Distributions, Cumulative Percentages (CP¹), and Score Averages

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	68	100	91	100	209	100	124	100	6	100	36
35	330	100	208	100	298	99	157	100	63	100	35
34	491	98	367	99	450	98	123	99	171	100	34
33	460	97	415	97	694	96	144	98	289	99	33
32	551	95	401	96	786	94	346	98	456	98	32
31	605	93	381	94	1,007	90	416	96	599	96	31
30	748	90	643	93	894	86	522	95	765	94	30
29	757	87	711	90	883	83	451	93	974	91	29
28	794	84	1,162	87	976	79	698	91	1,124	87	28
27	1,134	81	1,532	83	1,004	76	1,496	88	1,365	83	27
26	1,210	77	1,998	77	1,077	72	1,044	82	1,527	77	26
25	1,390	72	1,783	69	1,022	67	1,902	78	1,668	71	25
24	1,826	66	2,148	62	1,556	63	2,299	71	1,763	65	24
23	1,515	59	1,760	53	1,551	57	2,043	62	1,870	58	23
22	1,642	53	1,412	47	1,642	51	2,263	54	1,893	50	22
21	2,056	47	893	41	1,797	45	1,978	45	1,760	43	21
20	1,587	39	1,305	37	1,339	38	2,018	37	1,629	36	20
19	1,140	32	1,164	32	1,317	32	1,519	29	1,497	30	19
18	980	28	1,512	28	1,488	27	1,410	23	1,321	24	18
17	961	24	1,649	22	1,132	21	896	18	1,208	18	17
16	1,055	20	1,914	15	853	17	750	14	945	14	16
15	1,078	16	1,249	8	1,016	14	629	11	778	10	15
14	722	12	421	3	672	10	554	9	630	7	14
13	473	9	177	1	611	7	517	6	519	4	13
12	383	7	70	1	539	5	350	4	302	2	12
11	398	6	27	1	309	2	276	3	166	1	11
10	387	4	18	1	141	1	250	2	89	1	10
9	241	3	7	1	75	1	134	1	25	1	9
8	229	2	4	1	39	1	44	1	17	1	8
7	116	1	0	1	27	1	36	1	4	1	7
6	59	1	1	1	6	1	16	1	2	1	6
5	24	1	1	1	9	1	6	1	1	1	5
4	15	1	1	1	3	1	8	1	0	1	4
3	0	1	0	1	2	1	5	1	0	1	3
2	1	1	0	1	2	1	0	1	0	1	2
1	0	1	1	1	0	1	2	1	0	1	1
Avg (SD)	22.0 (6.3)		22.7 (5.2)		22.7 (6.2)		21.9 (5.2)		22.4 (5.2)		Avg (SD)

¹CP is the cumulative percent of students at or below a score point.

Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subtest Score Averages

ACT Scale Score	English				Reading				Mathematics								ACT Scale Score	
	Usage/ Mechanics		Rhetorical Skills		Social Studies/ Sciences		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry					
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP		
18	1,340	100	283	100	823	100	1,180	100	1,638	100	326	100	394	100	18	18		
17	1,375	95	417	99	1,479	97	1,720	95	1,632	94	257	99	108	98	17	17		
16	1,932	89	1,782	97	1,826	91	2,096	89	1,360	87	1,049	98	1,216	98	16	16		
15	1,221	82	1,642	90	1,556	84	1,727	80	2,128	82	1,389	94	1,953	93	15	15		
14	2,182	77	2,546	84	1,965	78	2,316	74	2,454	73	2,999	88	2,498	86	14	14		
13	1,261	68	2,658	74	2,423	70	2,277	64	2,858	64	3,705	76	3,025	76	13	13		
12	2,344	63	2,932	63	2,661	60	2,164	55	2,586	53	2,675	62	3,393	64	12	12		
11	2,536	54	3,155	52	2,039	50	2,048	47	2,481	42	3,056	51	2,997	50	11	11		
10	2,826	44	2,258	39	2,330	42	2,158	39	1,919	33	3,444	39	2,872	39	10	10		
9	2,046	33	2,727	30	2,290	33	2,085	30	1,571	25	2,294	26	2,332	27	9	9		
8	1,749	25	1,588	20	2,049	24	2,069	22	1,942	19	2,089	17	1,843	18	8	8		
7	1,512	18	1,204	14	1,970	16	1,106	14	1,796	11	860	8	1,209	11	7	7		
6	1,109	12	740	9	876	8	1,148	10	608	4	526	5	745	6	6	6		
5	763	8	609	6	547	4	775	5	239	2	436	3	164	3	5	5		
4	547	5	553	3	304	2	306	2	125	1	83	1	440	3	4	4		
3	428	3	240	1	147	1	191	1	64	1	159	1	15	1	3	3		
2	216	1	82	1	99	1	55	1	19	1	7	1	166	1	2	2		
1	39	1	10	1	42	1	5	1	6	1	72	1	56	1	1	1		
Avg (SD)	11.2 (3.9)		11.2 (3.3)		11.4 (3.6)		11.7 (3.7)		12.1 (3.5)		11.3 (2.9)		11.3 (3.0)		Avg (SD)			

¹CP is the cumulative percent of students at or below a score point.

Table 2.3. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	26	26	27	25	26
Q2 (50th Percentile)	22	23	22	22	22
Q1 (25th Percentile)	18	18	18	19	19

Table 2.4. Average ACT Composite Scores for Race/Ethnicity¹ by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ²	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	25,426	81	22.7	21.4
	Black/African American	2,705	69	17.3	16.0
	American Indian/Alaska Native	43	70	21.4	19.2
	White	18,638	84	23.4	22.7
	Hispanic/Latino	1,055	76	20.3	18.5
	Asian	1,100	73	23.7	22.8
	Native Hawaiian/Other Pac. Isl.	28	79	21.1	18.3
	Two or more races	591	80	21.6	20.6
	Prefer not/No Response	1,266	80	23.9	22.8
National	All Students	1,666,017	76	21.8	19.1
	Black/African American	222,237	72	17.5	15.9
	American Indian/Alaska Native	13,523	66	19.3	16.9
	White	983,148	77	23.0	20.3
	Hispanic/Latino	234,456	73	19.5	17.4
	Asian	68,080	81	24.1	21.8
	Native Hawaiian/Other Pac. Isl.	4,545	74	20.4	18.3
	Two or more races	55,500	76	22.0	19.6
	Prefer not/No Response	84,528	68	22.5	19.2

¹Refer to the section header on page 11 for a description of race/ethnicity changes.²"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.**Table 2.5. Average ACT Scores by Race/Ethnicity¹**

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	22.0	22.7	22.7	21.9	22.4
	Black/African American	15.6	17.9	17.1	16.8	17.0
	American Indian/Alaska Native	19.8	21.0	21.4	20.3	20.7
	White	23.0	23.3	23.6	22.7	23.3
	Hispanic/Latino	18.8	20.2	20.2	19.5	19.8
	Asian	22.3	25.6	22.6	22.8	23.4
	Native Hawaiian/Other Pac. Isl.	19.8	21.4	20.3	20.4	20.6
	Two or more races	21.0	21.5	22.0	20.8	21.5
	Prefer not/No Response	23.4	23.8	24.0	22.8	23.6
National	All Students	20.5	21.1	21.3	20.9	21.1
	Black/African American	16.0	17.3	17.2	17.2	17.0
	American Indian/Alaska Native	17.1	18.5	18.7	18.7	18.4
	White	22.1	22.1	22.7	22.1	22.4
	Hispanic/Latino	17.7	19.4	19.0	18.9	18.9
	Asian	22.7	25.2	22.9	23.2	23.6
	Native Hawaiian/Other Pac. Isl.	18.9	20.4	19.8	19.7	19.8
	Two or more races	21.0	21.1	21.8	21.2	21.4
	Prefer not/No Response	20.7	21.3	21.5	20.9	21.3

¹Refer to the section header on page 11 for a description of race/ethnicity changes.

Table 2.6. Percent of Students in College Readiness Standards (CRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	1,349	5	1,081	4	1,651	6	548	2
	28 to 32	3,455	14	3,298	13	4,546	18	2,433	10
	24 to 27	5,560	22	7,461	29	4,659	18	6,741	27
	20 to 23	6,800	27	5,370	21	6,329	25	8,302	33
	16 to 19	4,136	16	6,239	25	4,790	19	4,575	18
	13 to 15	2,273	9	1,847	7	2,299	9	1,700	7
	01 to 12	1,853	7	130	1	1,152	5	1,127	4
National	33 to 36	74,039	4	50,719	3	81,737	5	30,082	2
	28 to 32	167,405	10	149,540	9	223,134	13	123,485	7
	24 to 27	291,143	17	369,818	22	262,453	16	355,144	21
	20 to 23	414,094	25	332,787	20	399,794	24	532,341	32
	16 to 19	318,585	19	538,042	32	366,975	22	373,233	22
	13 to 15	210,405	13	216,778	13	220,083	13	158,083	9
	01 to 12	190,346	11	8,333	1	111,841	7	93,649	6

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	Average ACT Scores						
		N	Percent	English	Mathematics	Reading	Science	Composite
State	Males	10,799	42	21.7	23.5	22.6	22.6	22.7
	Females	14,624	58	22.2	22.0	22.7	21.4	22.2
	Missing	3	0	16.3	17.7	16.7	16.3	16.7
National	Males	761,554	46	20.2	21.7	21.2	21.4	21.2
	Females	900,625	54	20.9	20.6	21.4	20.5	21.0
	Missing	3,838	0	16.1	17.8	17.6	17.8	17.5

Table 2.8. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students					Meet All Four
		English	Mathematics	Reading	Science	All Four	
State	Males	74	65	62	45	39	
	Females	77	55	63	34	30	
National	Males	64	50	51	35	29	
	Females	69	42	53	27	22	

Table 2.9. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % ⁴	Avg
State	Core or More ²	20,598	78	22.3	62	22.9	65	23.0	40	22.2	35	22.7
	Less than Core	4,227	66	20.8	50	21.7	54	21.6	31	20.9	28	21.4
	Missing ³	601	59	19.2	37	20.5	43	19.9	20	19.7	16	20.0
National	Core or More	1,259,744	72	21.3	51	21.8	57	22.0	35	21.6	29	21.8
	Less than Core	355,849	51	18.3	29	19.1	38	19.4	19	19.1	14	19.1
	Missing	50,424	38	16.2	22	18.1	27	17.6	14	17.8	10	17.6

¹ "Curriculum Taken" reflects overall high school curriculum in this table.² "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.³ Zero years or no coursework information reported in one or more content areas.⁴ Composite CRB% results reflect students who meet all four subject-area benchmarks.**Table 2.10. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Content-Specific Curriculum**

Student Group	Curriculum Taken ¹	N	English		Mathematics			Reading			Science			
			N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
State	Core or More ²	24,482	77	22.1	24,409	60	22.8	21,799	63	22.8	23,904	40	22.1	
	Less than Core	385	50	18.5	439	12	17.2	3,066	58	22.2	957	15	18.5	
	Missing ³	559	61	19.5	578	37	20.6	561	44	20.1	565	21	19.9	
National	Core or More	1,558,562	68	20.8	1,550,768	48	21.4	1,471,658	54	21.6	1,425,217	33	21.4	
	Less than Core	64,748	41	16.5	69,741	8	16.6	149,266	40	19.7	194,661	13	18.4	
	Missing	42,707	40	16.5	45,508	22	18.2	45,093	29	17.8	46,139	14	17.9	

¹ "Curriculum Taken" reflects content-specific curriculum in this table.² "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.

For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.

³ Zero years or no coursework information reported in the specified content area.

Section III

College Readiness and the Impact of Course Rigor

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

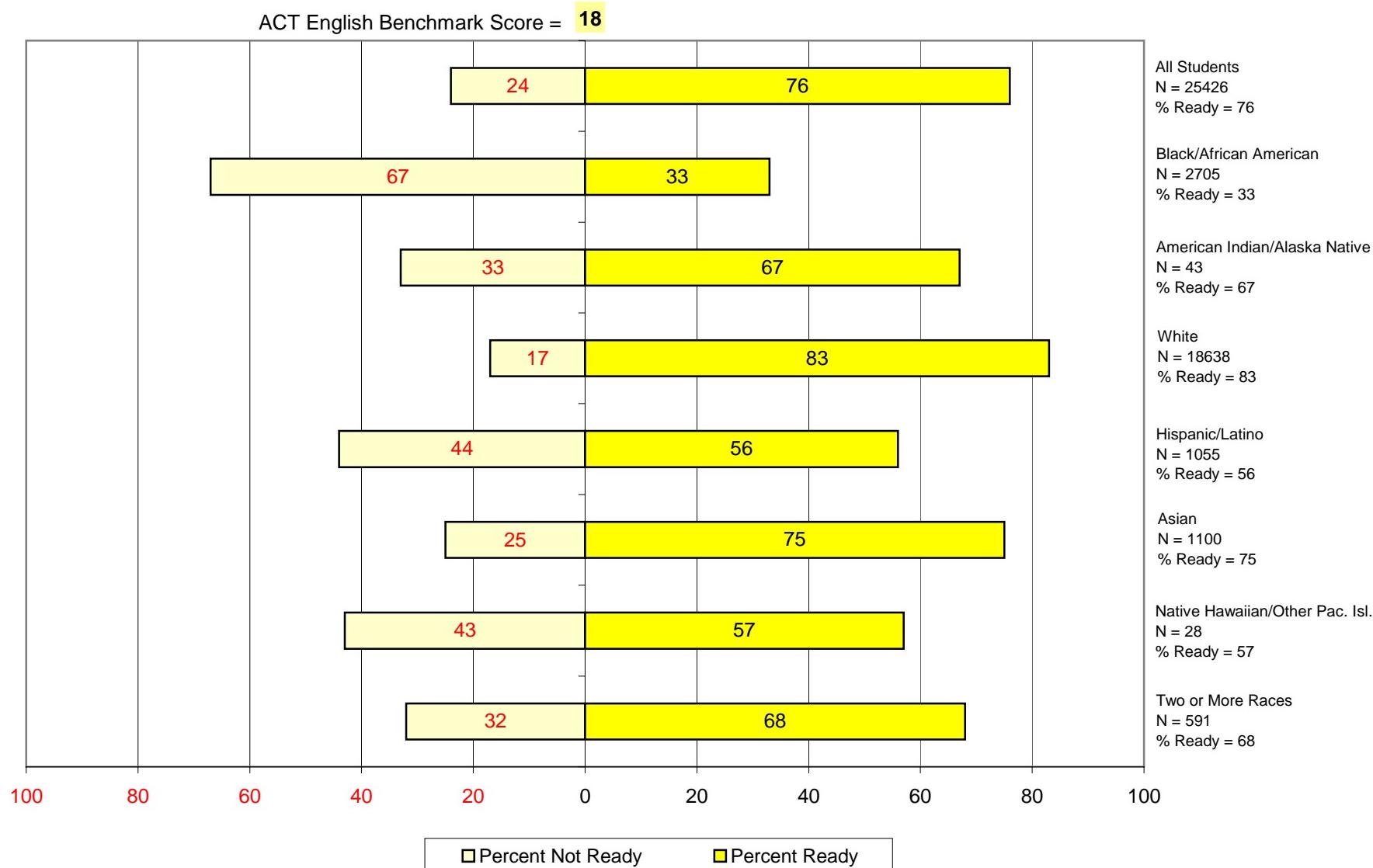
Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ENGLISH¹Refer to the section header on page 17 for a description of race/ethnicity changes.

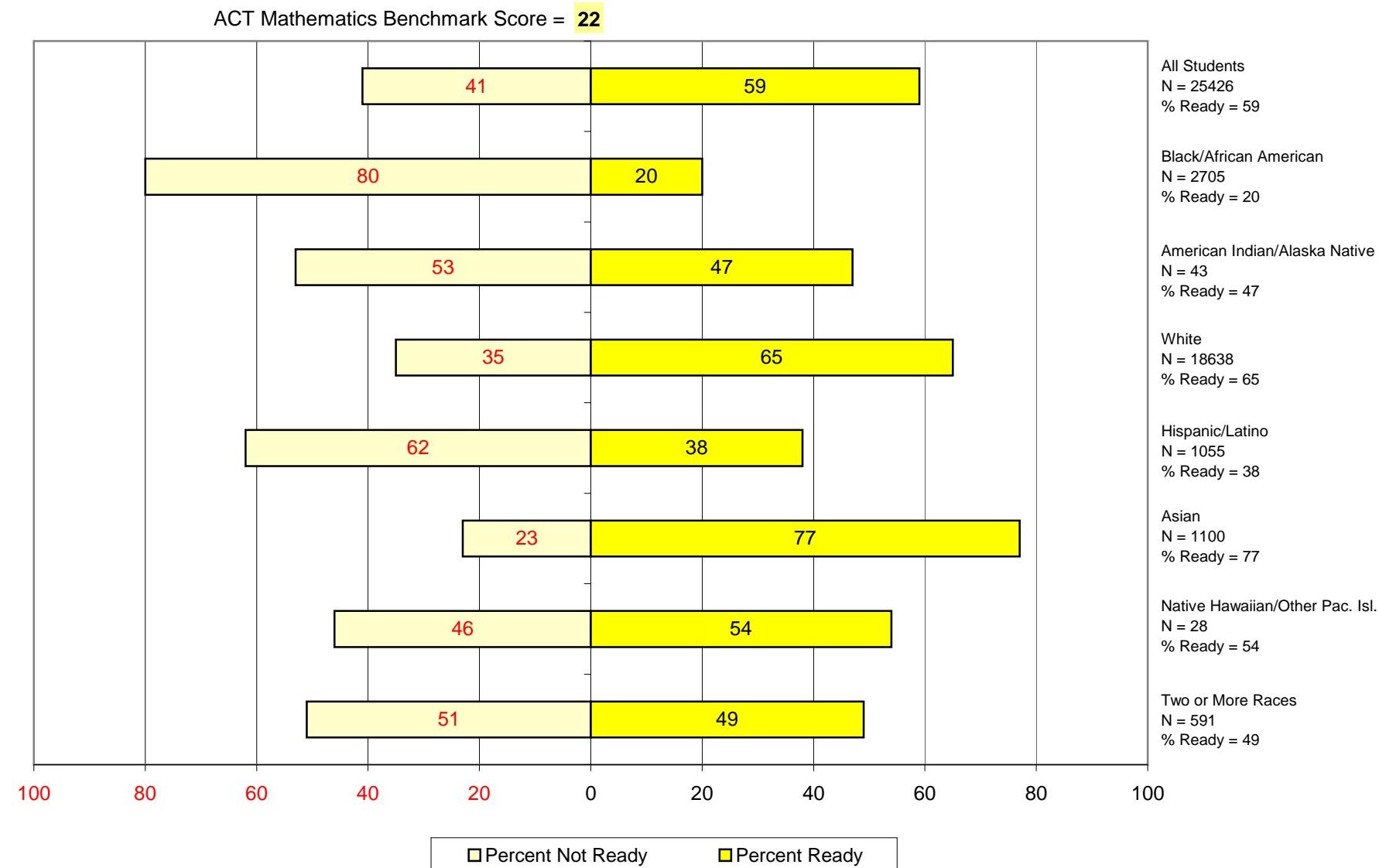
Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: MATHEMATICS¹Refer to the section header on page 17 for a description of race/ethnicity changes.

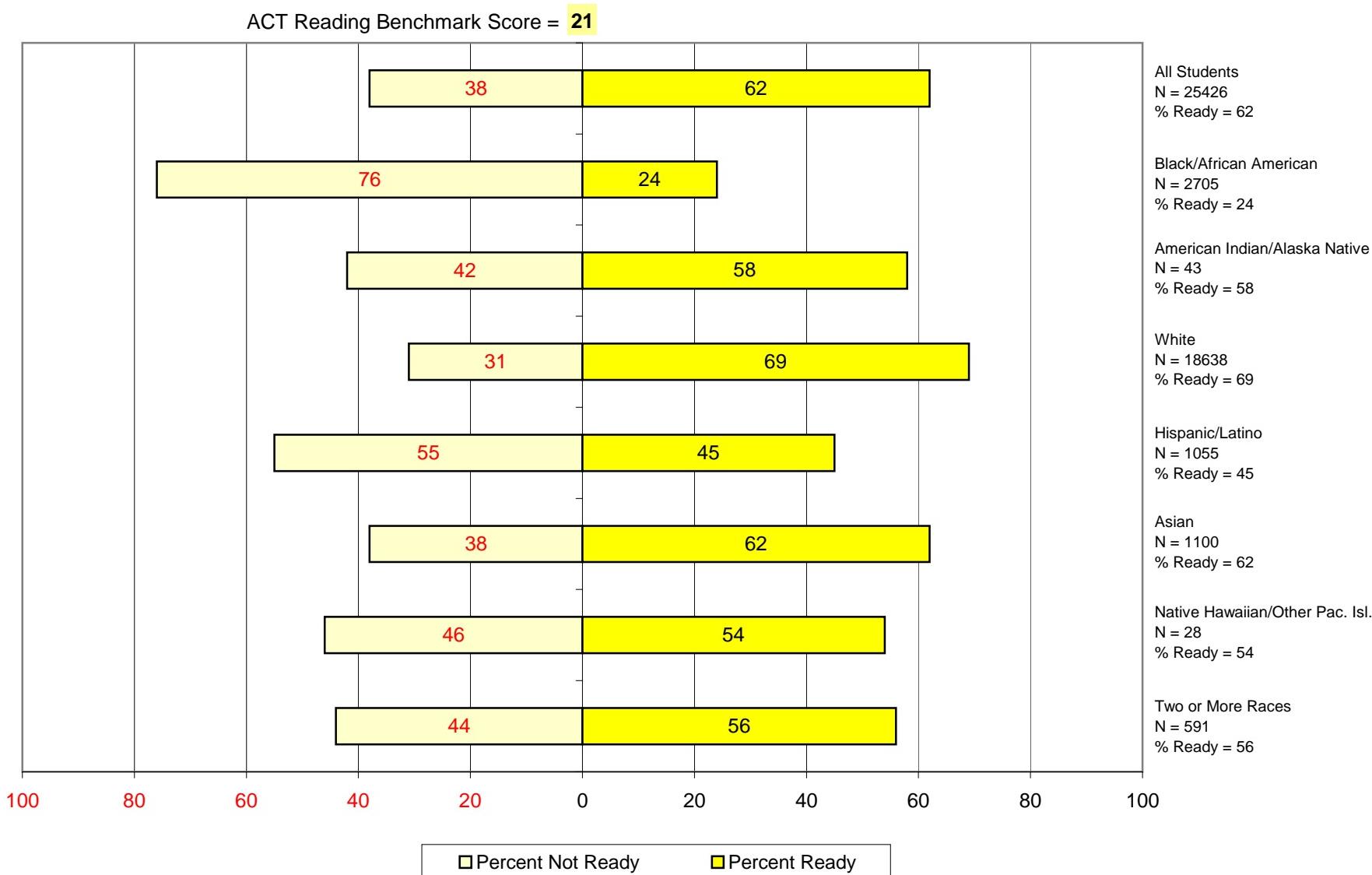
Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: READING¹Refer to the section header on page 17 for a description of race/ethnicity changes.

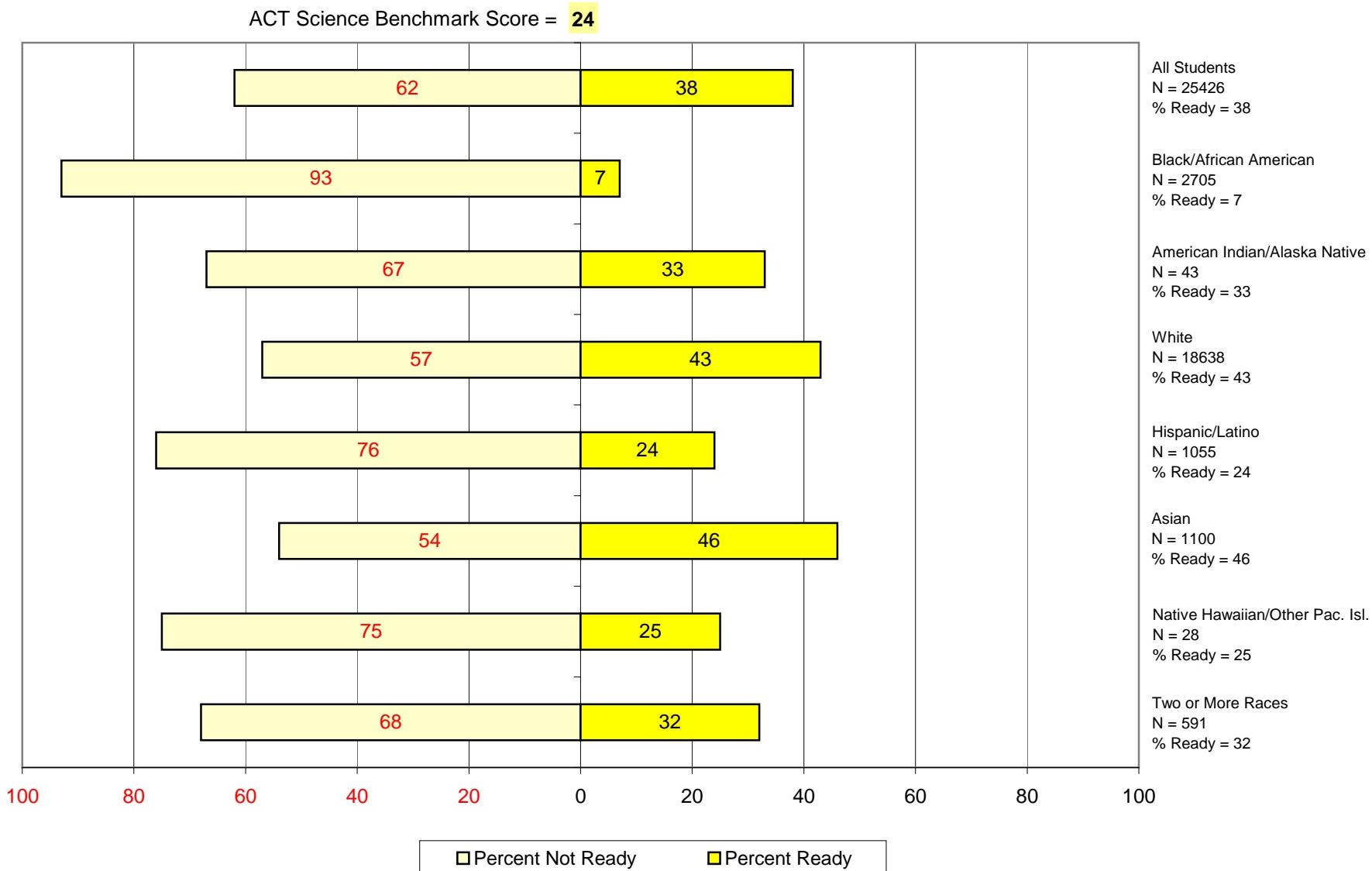
Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: SCIENCE¹Refer to the section header on page 17 for a description of race/ethnicity changes.

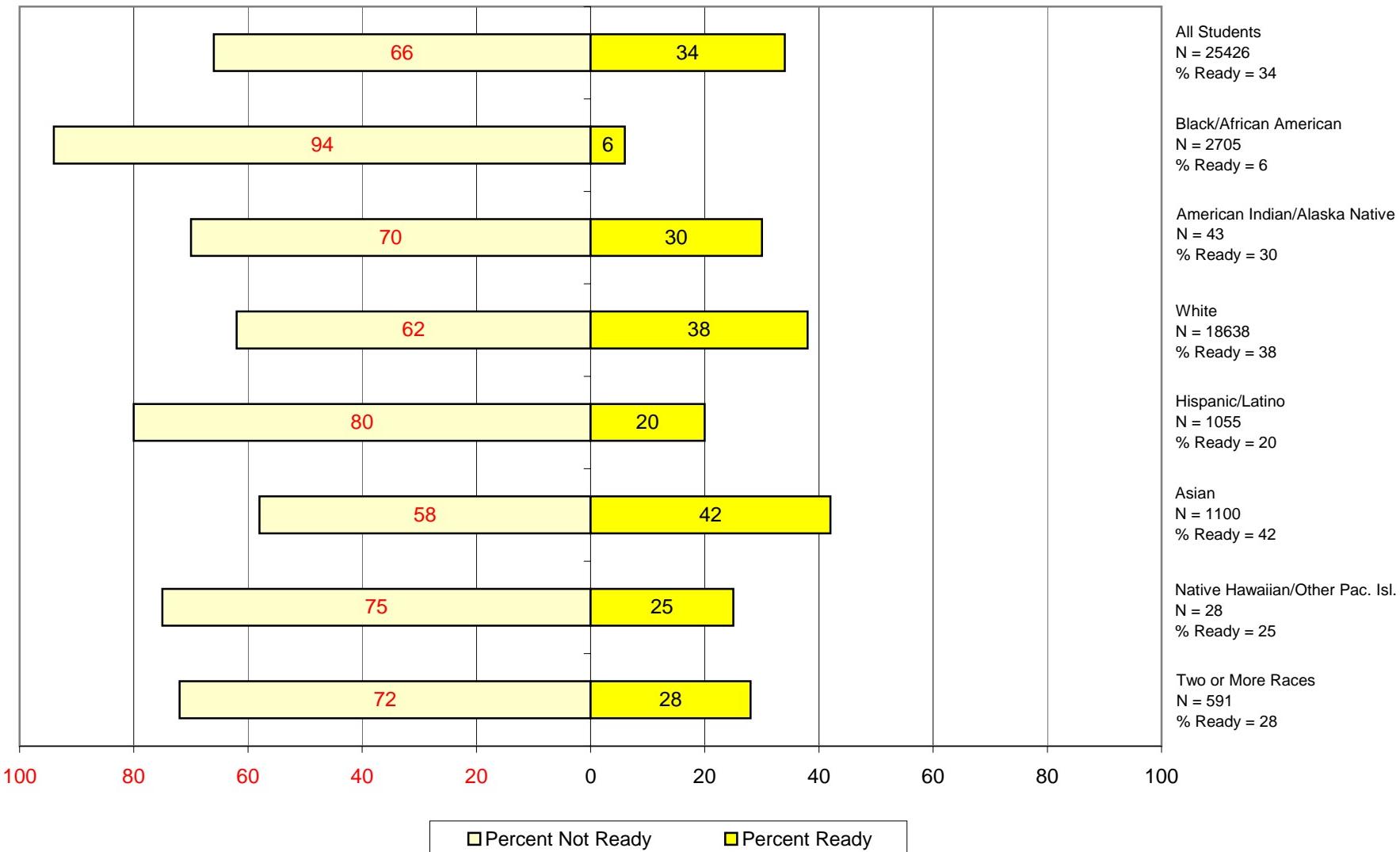
Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ALL FOUR¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Table 3.1. Average ACT Scores and Average ACT Score Changes by Common Course Patterns

Course Pattern	All Students					Males				Females			
	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	
ENGLISH COURSE PATTERN													
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	5,738	23	22.5	4.0	2,264	21	22.0	3.3	3,473	24	22.9	4.5	
Eng 9, Eng 10, Eng 11, Eng 12	18,744	74	21.9	3.4	8,079	75	21.8	3.1	10,663	73	22.1	3.7	
Less than 4 years of English	385	2	18.5	-	168	2	18.7	-	217	1	18.4	-	
Zero years / no English courses reported	559	2	19.5	-	288	3	18.6	-	271	2	20.5	-	
MATHEMATICS COURSE PATTERN	N	Percent	ACT Math	Course Value Added ¹	N	Percent	ACT Math	Course Value Added ¹	N	Percent	ACT Math	Course Value Added ¹	
Alg 1, Alg 2, Geom, Trig, & Calc	3,203	13	24.7	7.5	1,289	12	25.4	8.0	1,914	13	24.3	7.2	
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	2,548	10	21.8	4.6	844	8	22.2	4.8	1,704	12	21.6	4.5	
Alg 1, Alg 2, Geom, & Trig	1,916	8	19.9	2.7	711	7	20.4	3.0	1,205	8	19.7	2.6	
Alg 1, Alg 2, Geom, & Other Adv Math	2,294	9	19.7	2.5	784	7	20.2	2.8	1,510	10	19.4	2.3	
Other comb of 4 or more years of Math	11,804	46	24.5	7.3	5,625	52	25.3	7.9	6,177	42	23.7	6.6	
Alg 1, Alg 2, & Geom	1,607	6	17.4	0.2	621	6	17.5	0.1	985	7	17.3	0.2	
Other comb of 3 or 3.5 years of Math	1,037	4	21.0	3.8	426	4	21.7	4.3	611	4	20.5	3.4	
Less than 3 years of Math	439	2	17.2	-	199	2	17.4	-	240	2	17.1	-	
Zero years / no Math courses reported	578	2	20.6	-	300	3	20.4	-	278	2	20.7	-	
SOCIAL SCIENCE COURSE PATTERN	N	Percent	ACT Reading	Course Value Added ¹	N	Percent	ACT Reading	Course Value Added ¹	N	Percent	ACT Reading	Course Value Added ¹	
US Hist, World Hist, Am Gov, & Other Hist	1,807	7	23.0	0.8	855	8	22.8	0.7	952	7	23.2	0.9	
Other comb of 4 or more years Social Science	12,750	50	22.8	0.6	5,406	50	22.8	0.7	7,341	50	22.8	0.5	
US Hist, World Hist, & Am Gov	1,285	5	21.9	-0.3	576	5	21.8	-0.3	709	5	21.9	-0.4	
Other comb of 3 or 3.5 years of Social Science	5,957	23	22.9	0.7	2,426	22	23.0	0.9	3,531	24	22.9	0.6	
Less than 3 years of Social Science	3,066	12	22.2	-	1,246	12	22.1	-	1,820	12	22.3	-	
Zero years / no Social Science courses reported	561	2	20.1	-	290	3	19.8	-	271	2	20.5	-	
NATURAL SCIENCE COURSE PATTERN	N	Percent	ACT Science	Course Value Added ¹	N	Percent	ACT Science	Course Value Added ¹	N	Percent	ACT Science	Course Value Added ¹	
Gen Sci ² , Bio, Chem, & Phys	15,974	63	22.6	4.1	7,174	66	23.4	5.4	8,798	60	22.0	3.1	
Bio, Chem, Phys	2,504	10	23.6	5.1	1,067	10	24.7	6.7	1,437	10	22.7	3.8	
Gen Sci ² , Bio, Chem	5,102	20	20.0	1.5	1,717	16	19.9	1.9	3,385	23	20.0	1.1	
Other comb of 3 years of Natural Science	324	1	20.1	1.6	176	2	20.1	2.1	147	1	20.2	1.3	
Less than 3 years of Natural Science	957	4	18.5	-	370	3	18.0	-	587	4	18.9	-	
Zero years / no Natural Science courses reported	565	2	19.9	-	295	3	19.9	-	270	2	20.0	-	

¹Course value added is defined as the average ACT score change compared to course sequences in which students took

less than four years of English or less than three years of Mathematics, Social Science or Natural Science.

²Includes General, Physical and Earth Sciences.

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	N	State			N	National		
		Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark		Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	5,738	23	22.5	78	380,162	23	21.7	73
Eng 9, Eng 10, Eng 11, Eng 12	18,744	74	21.9	76	1,178,400	71	20.5	67
Less than 4 years of English	385	2	18.5	50	64,748	4	16.5	41
Zero years / no English courses reported	559	2	19.5	61	42,707	3	16.5	40
MATHEMATICS COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Math	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Meeting Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	3,203	13	24.7	79	108,668	7	24.0	69
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	2,548	10	21.8	56	151,050	9	22.0	58
Alg 1, Alg 2, Geom, & Trig	1,916	8	19.9	35	115,739	7	19.6	34
Alg 1, Alg 2, Geom, & Other Adv Math	2,294	9	19.7	34	279,658	17	19.9	36
Other comb of 4 or more years of Math	11,804	46	24.5	73	585,086	35	23.6	66
Alg 1, Alg 2, & Geom	1,607	6	17.4	13	228,058	14	17.3	12
Other comb of 3 or 3.5 years of Math	1,037	4	21.0	46	82,509	5	19.9	35
Less than 3 years of Math	439	2	17.2	12	69,741	4	16.6	8
Zero years / no Math courses reported	578	2	20.6	37	45,508	3	18.2	22
SOCIAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Reading	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Meeting Benchmark
US Hist, World Hist, Am Gov, & Other Hist	1,807	7	23.0	65	47,179	3	22.3	59
Other comb of 4 or more years Social Science	12,750	50	22.8	64	887,744	53	21.9	56
US Hist, World Hist, & Am Gov	1,285	5	21.9	56	84,563	5	20.2	44
Other comb of 3 or 3.5 years of Social Science	5,957	23	22.9	63	452,172	27	21.2	51
Less than 3 years of Social Science	3,066	12	22.2	58	149,266	9	19.7	40
Zero years / no Social Science courses reported	561	2	20.1	44	45,093	3	17.8	29
NATURAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Science	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Meeting Benchmark
Gen Sci ¹ , Bio, Chem, & Phys	15,974	63	22.6	44	740,499	44	21.9	39
Bio, Chem, Phys	2,504	10	23.6	53	171,734	10	23.0	47
Gen Sci ¹ , Bio, Chem	5,102	20	20.0	21	466,992	28	20.0	22
Other comb of 3 years of Natural Science	324	1	20.1	26	45,992	3	19.5	20
Less than 3 years of Natural Science	957	4	18.5	15	194,661	12	18.4	13
Zero years / no Natural Science courses reported	565	2	19.9	21	46,139	3	17.9	14

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories.

Therefore, trend data may not be present where direct conversions are not available.

Tables within this section have been changed to reflect the updated Educational Major categories implemented by ACT in the fall of 2010.

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

Planned Educational Major ¹	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ²	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp
Agriculture & Natural Resources Conservation	195	1	22.2	9	3	19.3	171	1	22.4
Architecture	287	1	22.7	4	1	17.0	251	1	23.0
Area, Ethnic, & Multidisciplinary Studies	50	0	23.9	2	1	15.0	44	0	24.0
Arts: Visual & Performing	1,150	5	21.4	15	4	17.0	1,025	5	21.6
Business	2,895	11	21.8	54	15	16.2	2,550	12	21.9
Communications	797	3	22.1	1	0	20.0	708	3	22.1
Community, Family, & Personal Services	247	1	18.8	10	3	15.5	213	1	19.2
Computer Science & Mathematics	519	2	23.6	16	4	20.7	450	2	23.8
Education	1,682	7	20.7	6	2	16.5	1,539	7	20.7
Engineering	2,148	8	25.2	16	4	18.9	1,926	9	25.2
Engineering Technology & Drafting	186	1	20.6	9	3	16.8	156	1	21.2
English & Foreign Languages	413	2	25.0	0	0	.	375	2	25.0
Health Administration & Assisting	512	2	18.0	32	9	14.9	411	2	18.5
Health Sciences & Technologies	4,685	18	22.0	71	20	17.6	4,199	19	22.2
Philosophy, Religion, & Theology	105	0	22.9	3	1	21.0	92	0	22.8
Repair, Production, & Construction	66	0	17.2	29	8	16.4	21	0	16.6
Sciences: Biological & Physical	2,453	10	24.6	6	2	16.8	2,213	10	24.6
Social Sciences & Law	2,181	9	22.6	10	3	20.2	1,944	9	22.7
Undecided	4,131	16	22.6	58	16	16.8	3,185	15	22.8
No Response	724	3	19.9	6	2	15.0	179	1	21.7

¹Refer to the section header on page 25 for a description of educational major changes.²2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, therefore they may not add up to the N count for All Students.³Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Table 4.2. Average ACT Composite Scores for Racial/Ethnic¹ Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/ Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	105	17.6	25	13.3	1	13.0	54	19.6	10	16.1
2-yr College Degree	252	16.8	39	14.1	0	.	178	17.6	16	16.2
Bachelors Degree	10,104	20.8	1,017	15.8	22	19.3	7,878	21.6	393	18.7
Graduate Study	5,459	24.0	322	18.9	10	23.7	4,389	24.4	161	22.3
Prof. Level Degree	6,089	24.4	681	19.1	8	22.4	4,167	25.4	267	21.9
Other	232	20.0	44	14.5	0	.	136	21.9	20	20.4
No Response	3,185	21.7	577	16.1	2	18.5	1,836	23.6	188	17.4

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	105	17.6	10	19.9	0	.	3	12.0	2	24.0
2-yr College Degree	252	16.8	6	14.3	0	.	9	18.3	4	14.5
Bachelors Degree	10,104	20.8	225	21.0	10	18.2	219	19.5	340	21.1
Graduate Study	5,459	24.0	188	24.2	6	24.8	111	23.7	272	24.6
Prof. Level Degree	6,089	24.4	415	25.1	4	22.5	163	23.4	384	25.6
Other	232	20.0	13	17.5	2	16.0	3	19.7	14	20.8
No Response	3,185	21.7	243	22.9	6	20.5	83	20.5	250	23.3

¹Refer to the section header on page 25 for a description of race/ethnicity changes.

Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
PENN STATE-UNIVERSITY PARK CAMPUS	Pennsylvania	2,849	1,035	1,814	1	5	17	30	30	15	1
UNIVERSITY OF PITTSBURGH	Pennsylvania	2,105	856	1,249	0	2	9	30	36	19	2
TEMPLE UNIVERSITY	Pennsylvania	1,281	445	836	2	9	24	35	22	8	0
WEST CHESTER UNIVERSITY OF PENNSYLVANIA	Pennsylvania	827	226	601	2	8	27	38	20	4	0
DREXEL UNIVERSITY	Pennsylvania	794	209	585	1	4	16	31	32	15	1
DUQUESNE UNIVERSITY	Pennsylvania	756	250	506	0	2	14	39	33	12	1
INDIANA UNIVERSITY OF PENNSYLVANIA	Pennsylvania	723	180	543	3	13	31	34	14	4	0
SLIPPERY ROCK UNIVERSITY OF PENN	Pennsylvania	662	250	412	3	15	34	32	12	3	1
NCAA ELIGIBILITY CENTER	Indiana	619	362	257	3	9	25	33	21	9	0
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA	Pennsylvania	600	166	434	3	11	36	36	12	2	0
UNIVERSITY OF PENNSYLVANIA	Pennsylvania	564	215	349	1	2	7	18	27	37	7
KUTZTOWN UNIVERSITY OF PENNSYLVANIA	Pennsylvania	462	117	345	3	17	38	29	11	3	1
MILLERSVILLE UNIVERSITY OF PENNSYLVANIA	Pennsylvania	441	111	330	2	10	31	37	15	5	0
UNIVERSITY OF DELAWARE	Delaware	441	103	338	0	1	8	29	41	20	0
EDINBORO UNIVERSITY OF PENNSYLVANIA	Pennsylvania	436	136	300	5	19	37	29	8	2	0
GANNON UNIVERSITY	Pennsylvania	420	149	271	2	9	23	34	25	6	0
CALIFORNIA UNIVERSITY OF PENNSYLVANIA	Pennsylvania	407	122	285	2	14	43	28	12	1	0
WEST VIRGINIA UNIVERSITY	West Virginia	393	144	249	1	7	24	39	21	9	0
VILLANOVA UNIVERSITY	Pennsylvania	391	79	312	1	4	12	20	33	27	3
SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA	Pennsylvania	380	76	304	3	13	34	34	14	3	0
ROBERT MORRIS UNIVERSITY	Pennsylvania	337	89	248	1	6	27	39	19	7	0
CLARION UNIVERSITY OF PENNSYLVANIA	Pennsylvania	328	86	242	3	13	39	29	11	4	0
UNIVERSITY OF MARYLAND COLLEGE PARK	Maryland	296	62	234	0	1	7	29	40	20	2
LEHIGH UNIVERSITY	Pennsylvania	286	75	211	0	1	8	19	40	28	4
EAST STROUDSBURG UNIVERSITY OF PENN	Pennsylvania	278	68	210	3	12	41	34	9	2	0
MERCYHURST COLLEGE	Pennsylvania	275	77	198	6	13	26	35	14	5	0
BOSTON UNIVERSITY	Massachusetts	258	86	172	0	1	4	18	35	37	5
YORK COLLEGE OF PENNSYLVANIA	Pennsylvania	258	100	158	0	10	30	36	18	5	0
CARNEGIE MELLON UNIVERSITY	Pennsylvania	253	85	168	0	1	4	16	30	38	11
LOCK HAVEN U OF PENNSYLVANIA	Pennsylvania	244	65	179	3	12	40	30	12	2	0
All Other Institutions		19,816	5,547	14,269	1	6	18	28	26	18	2
Total		38,180	11,571	26,609	2	7	20	30	25	15	2

Section V

Optional Writing Test Results

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity¹ and Gender for students who took ACT Writing

	N		English		Average ACT Scores		English/Writing Combined	
	State	National	State	National	State	National	State	National
All Students	19,530	931,148	22.6	21.5	7.4	7.1	21.9	20.7
Black/African American	2,004	113,247	16.0	16.6	6.3	6.2	16.0	16.4
American Indian/Alaska Native	28	5,233	20.6	17.8	6.9	6.5	20.0	17.5
White	14,164	518,974	23.7	23.2	7.5	7.2	22.8	22.1
Hispanic/Latino	843	150,249	19.2	18.5	6.9	6.8	19.0	18.3
Asian	987	53,381	22.6	23.7	7.5	7.6	22.0	22.8
Native Hawaiian/Other Pac. Isl.	25	2,851	19.6	19.9	6.6	7.1	19.0	19.6
Two or more races	460	32,346	21.6	21.9	7.1	7.1	20.9	21.1
Prefer not/No Response	1,019	54,867	24.0	21.8	7.6	7.1	23.1	21.0
Males	8,078	413,617	22.5	21.2	7.2	6.8	21.6	20.3
Females	11,450	515,745	22.8	21.7	7.5	7.2	22.1	21.1
Missing	2	1,786	17.0	16.8	7.0	6.3	17.5	16.6

¹Refer to the section header on page 29 for a description of race/ethnicity changes.

